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ABSTRACT

A study analyzed the high school, higher education, and employment experience of high school graduates by curriculum type in order to determine how the Greene County Vocational Technical School (Pennsylvania) might better address the education and career interests of high school students and the skill requirements of employers. Transcript data were collected on 1,534 graduates of Greene County high schools from the years 1982, 1985, and 1988. A 50 percent sample (763) was randomly selected by year, and 376 graduates (49 percent of the sample) were interviewed by telephone. In addition, 165 employers in Greene County were interviewed by telephone. Some results and conclusions of the study were as follows: (1) general curriculum graduates do poorly after high school compared to other graduates on several indicators, such as dropping out of postsecondary education, having lower job satisfaction, and earnings; (2) women high school graduates do poorly compared to male graduates after high school; (3) vocational education graduates do well compared to other graduates in finding full-time jobs, remaining in their jobs, and earning higher wages; and (4) possible areas of improvement for the vocational education program identified were increasing the percentage of graduates who pursue higher education and providing placement services for graduates. Continual follow-up of graduates was recommended to help keep the vocational program current. (Twenty tables of research results and the questionnaires used are included in the report.) (KC)

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FINAL REPORT

FOLLOW UP STUDY OF GREENE COUNTY HIGH SCHOOL GRADUATES FROM 1982, 1985 AND 1988

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September 1990

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Many people contributed to this project besides the authors of the final report. From Greene County Nancy Davis, Superintendent of Waynesburg Central High School, and Denise Roddy, Distributive Education teacher at the AVTS, assisted with project design and review of the final report. Seven residents of Greene County were hired to conduct the interviews by telephone with graduates and employers. Counselors at each of the high schools were very helpful in gathering transcript data.

At the University of Pittsburgh Joyce Slater coordinated coding and data entry, which was performed by Barbara Dughri, Sally Hostein, and Mary Tommarello. James Greco provided programming and database management. Secretarial support was provided by Jo Ann Kurutz and Donna King.

The efforts of everyone who assisted with this project are greatly appreciated.

ABSTRACT

Agency: Greene County Vocational-Technical School
Address: R.D. #2, Box 40, Waynesburg, PA 15370
Project Title: Vocational Work Force Analysis
Contract #: 83-0005
Funding Period: 7/1/89 to 6/30/90
Approved Funds: $23,966

Purpose: To analyze the high school, higher education and employment experience of high school graduates by curriculum type and to determine how the Greene County Vo-Tech school might better address the education and career interests of high school students and the skill requirements of employers.

Objectives Planned	Objectives Achieved
Analyze Data on HS Grads	Completed
-Collect transcript data	-Data collected on 1534 grads
-Select sample of 1/2 of grads	-A 50% sample (763) was randomly selected by year
-Conduct telephone survey	-376 HS grads (49% of sample were interviewed
-Analyze transcript and survey data	-Data analyzed in this final Report
Analyze Data on Employers	Completed
-Survey employers in Greene Co. (80% response rate expected for 200 employer contacts)	-An attempt was made to call all employers in Greene County based on a Vo-Tech list and the county phone book -165 employers were interviewed
Present results to AVTS faculty and school board	Presented on September 19, 1990

FOLLOW-UP STUDY ON GREENE COUNTY HIGH SCHOOL GRADUATES

PURPOSE

The purposes of the study were to analyze the high school, higher education and employment experiences of high school graduates in Greene County by curriculum type, determine employer experience with and opinions about vo-tech employees, and determine how the Greene County Area Vocational Technical School (AVTS) might better address the career interests of high school students and the skill requirements of employers. Greene County contains five high schools, each with home school vocational programs, and one area vocational technical school.

The aspects of high school experience to be studied are: distribution of graduates by curriculum, mean grade point average, mean total credits, and mean vocational credits. Post-high school experience to be studied includes: residence and mobility, self-report of curriculum, school attendance after high school, current education status, education of parents, jobs since high school, and current employment status. Employer information of interest is number who hired vo-tech students or graduates, duration of employment, reasons for leaving the job, inadequacies of vo-tech applicants, performance of vo-tech employees, interest in hiring vo-tech students or graduates, and difficult-to-find skills.

The study was limited to high school graduates and did not address the experiences or problems of high school dropouts or adult vocational students. In addition, this study was not designed to compare Greene County high schools or AVTS to schools in other counties or areas.

PROJECT APPROACH

Three primary sources of data were used on this report: transcript data on high school graduates, a telephone survey of graduates, and a telephone survey of employers. Each of these sources and methods of analysis are described below.

Transcript Data

Transcript data was collected for all 1534 high school graduates in Greene County from 1982, 1985 and 1988. The first step in this process was to develop a one-page questionnaire (Appendix 1). The questionnaire was developed from similar surveys used in the Penn State-Altoona Vo-Tech study and the Northwest Pennsylvania Region Vo-Tech study by Robert Garrity.

A counselor in each of the five high schools in Greene County was asked to collect data on his/her own time for pay. A meeting was held with the selected counselors in the fall of 1989 to explain the project and questionnaire.

Completed questionnaires were separated into two parts to protect confidentiality. The top part contained the case number and student name and last known address and phone number. The bottom contained the credits in high school, curriculum, and other transcript data. The top part was retained by the Greene County Vo-Tech School while the bottom was mailed to the University of Pittsburgh for data entry and analysis.

Survey of High School Graduates

A 50 percent sample of each year's graduates was selected from the set of cases in the transcript data file by using computer-generated random numbers. Telephone interviewers at the Greene County Vo-Tech School then pulled the student names and phone numbers with the selected case numbers and began phoning these graduates. The questionnaire used in this telephone survey was developed jointly by the University of Pittsburgh researcher and the Greene County Vo-Tech director and staff (Appendix 2).

At least six phone attempts on different days and at different times were made with working phone numbers when there was no answer. The sampled graduates were called whether they currently lived inside or outside of Greene County. Where telephone numbers were no longer accurate, the interviewers called people in Greene County with the same family name to try to locate a current phone number.

Of the sample of 763 graduates, a total of 376 (49%) were interviewed by phone. The interviewing was conducted from March-June 1990.

Survey of Employers

Lists of employers in Greene County were obtained from an AVTS directory and the phone book for the county. An attempt was made during June 1990 to telephone all employers in the county. Up to six call backs were made to reach employers at working phone numbers. A total of 165 employers were interviewed. The questionnaire for this survey was developed jointly by the University of Pittsburgh and Greene County AVTS staff (Appendix 3).

Data Analysis

Transcript data are used to analyze high school experience and to classify graduates by curriculum among the survey respondents. The survey of graduates is used to analyze post-high school experience, and the survey of employers gathers employer experience and opinions.

Since we have collected data on the "universe" of graduates during the study years, no adjustment of the data is needed for analysis of high school experience. The distribution of graduate respondents is somewhat different from the distribution of all graduates (see Table 1), but this difference has little impact on analyses of post-high school experience.

Tables 1-20 indicate whether the data are from transcripts (universe of graduates in the three years) or from the survey (N = 376).

Data is generally analyzed by curriculum and by sex. Descriptive statistics are used in the analysis.

FINDINGS ON HIGH SCHOOL EDUCATION EXPERIENCE: TRANSCRIPT DATA

High School Graduates Characteristics (Table 1)

From the five high schools in Greene County a total of 1534 students graduated in the years 1982, 1985 and 1988. Data collected from student transcripts by counselors show that 51 percent of the graduates were male and 49 percent female. Four percent were handicapped and 28 percent were disadvantaged. The number of graduates was only slightly higher in 1982 than in later years. Additional data from the survey show that nearly all (99%) graduates are white.

Distribution by Curriculum (Tables 1-5)

One-third of the graduates in the total sample pursued an academic curriculum, one-third a general curriculum, and one-third a vocational curriculum. However, by examining individual years we find a major shift toward an academic curriculum and away from vocational. Academic graduates increased from 27 percent of all graduates in 1982 to 41 percent in 1988, while vocational graduates declined from 37 to 25 percent.

These changes resulted from male graduates shifting from AVTS and home-school vocational to academic, and female graduates shifting to academic from all other curricula. A striking difference between male and female graduates in 1988 is that nearly half (48%) of the women were academic graduates and only 25 percent were general graduates while only one-third of the men were academic graduates and 41 percent were general graduates.

Female students may be shifting to academic curricula because of greater interest in attending higher education and declining interest in home-school vocational subjects and careers.[1] Some male students may have shifted to academic for the same reason. However, there was also a shift by male students to general curriculum from 1985 to 1988 which may have been influenced more by the increased graduation requirements mandated by State law in 1987. General curriculum graduates completed the lowest number of total credits among all curricula, and male graduates may have viewed the general curriculum as the easiest route to complying with increased requirements.

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[1] Gray, Kenneth, Edith Isacke and Dan-Shang Wang, Comparative Analysis of High School Graduates in Central Pennsylvania, (Penn State University) June 1989: p. 21.

Curriculum of Handicapped Graduates (Table 6)

Handicapped graduates were evenly distributed among general, AVTS & special curricula.

Mean Grade Point Averages (Table 7)

Mean grade point averages (GPA) by curriculum changed little from 1982 to 1988. The academic GPA remained above 3.0, general graduates averaged 2.26, AVTS averaged 2.40, and home school vocational students averaged around 2.5.

Mean Total Credits (Table 8)

Total credits for all graduates increased from an average of 23 in 1982 to 26.8 in 1988. Each type of curriculum experienced an increase in mean total credits of graduates. In 1988 academic and AVTS graduates completed the most credits on average while general and home-school vocational students completed the fewest number on average.

Mean Vocational Credits (Table 9)

The average number of vocational credits for all high school graduates declined from 3.4 credits in 1985 to 2.8 in 1988. Since no group of students by curriculum type had a large drop in mean vocational credits, the overall decline was due to the shift described above to an academic curriculum.

FINDINGS ON POST-HIGH SCHOOL EXPERIENCE: SURVEY DATA

Characteristics of Respondents (Tables 1 and 10)

A total of 376 graduates were interviewed by telephone. Academic graduates were somewhat overrepresented among respondents (39%) compared to share of all graduates in transcript data (33%). Vocational graduates were somewhat underrepresented in the respondents as were disadvantaged and 1985 graduates.

Academic graduates reported being single more than other groups. This can be explained by this group's pattern of continuing their education and the fact that more recent graduates had a higher share of academic graduates and had less time because of their young age to get married. A majority of vocational students were still single. Women were somewhat more likely than men to be married (36 vs. 27%).

Residence and Mobility (Table 11)

A high percentage of general (82%), AVTS (84%), and home school vocational (95%) graduates currently live in Greene County. Only 72 percent of academic graduates remain in the county, which could reflect the larger numbers of academic graduates still in school. Ten percent of AVTS and 13 percent of academic and general graduates live outside Pennsylvania.

General and AVTS graduates and women tended to stay in Greene County when they first moved their residence after high school. About 40 percent of all graduates have not changed residence since leaving high school.

Self-Report of High School Curriculum (Table 12)

Nearly all (92%) academic graduates reported their curriculum as academic. However, 40 percent of those classified by counselors as general students upgraded their curriculum to academic. AVTS graduates tended to report themselves as in the general curriculum. Home school vocational graduates tended to classify themselves only as general or academic. These self classifications by vocational graduates are not surprising since most of their credits are non-vocational.

School Attendance After High School (Tables 13-15)

A high percentage (88%) of academic graduates attended school after high school graduation. Almost half (43%) of AVTS graduates attended school while 54 percent of home-school vocational and 48 percent of general graduates continued their education. Women in each of the types of curricula were more likely than men to continue school.

The type of post-secondary schooling for academic and general graduates was most often a four-year university. Of those graduates going on to school, almost half (44%) of AVTS students went to a private business, technical or trade school while 26 percent attended a four-year university. Home-school vocational students who continued their

education went to private business/technical/trade schools, two-year branch campuses, or a four-year university.

When men and women chose to go to post-secondary school, they primarily went to four-year universities. Men tended to choose four-year universities more than women, while women tended to choose community colleges more than men.

Women were more likely than men to go to school out-of-state, particularly women in academic and AVTS curricula. Home-school vocational graduates were more likely than others to go out-of-state to school.

Current Education Status (Table 16)

Four of ten academic graduates (39%) were enrolled in school at the time of the survey. A much smaller percentage of other graduates were enrolled. General and AVTS graduates were the least likely to be presently enrolled or have completed post-secondary education (39 and 41% respectively). General graduates who attended post-secondary school had a high dropout rate of 16 percent. A larger percentage of men (44%) than of women (31%) had not attended post-secondary school, although the share of men and women presently enrolled was nearly the same.

Education of Parents (Table 17)

A high school degree is the highest education level attained by a majority of the mothers and fathers of graduates. The parents of AVTS and home-school graduates tend to have lower education levels than the parents of academic and general graduates.

Jobs Since High School (Table 18)

AVTS graduates were much more likely than others to have held two or more full-time jobs since high school. AVTS and home-school vocational graduates were less likely than others to have held no full-time jobs since high school. Women were more likely than men to have held no full-time jobs and less likely to have held two or more full-time jobs. Additional data from the survey show that eight percent of all graduates were in the Armed Services at some time after high school.

First Job After High School (Table 19)

AVTS graduates were much less likely than others to have earned less than $4 per hour in their first job after high school and were more likely to have earned $4 - $5.99 per hour. Home-school vocational and women graduates were the most likely to have earned less than $4 per hour in their first job. Academic, general, and male students were the most likely to earn $6 or more per hour in their first job.

AVTS and male graduates were the most likely to work full-time in their first job. A high percentage (27%) of AVTS graduates stayed in their first job at least three years.

Vocational students were somewhat more likely than others to work in small firms (1-19 employees). AVTS students were somewhat more likely than others to have their first job outside Pennsylvania.

AVTS students were much more likely than others to have their first job in crafts or machine operation. Women graduates were much more likely than men to work in clerical and service occupations. Men were much more likely than women to find their job through family or friends.

General graduates were somewhat less satisfied with their first jobs after high school than other graduates. AVTS, academic and home school vocational graduates were very satisfied with their first post-high school job.

All curriculum groups and both men and women were generally satisfied with the training they received on their first job.

Employment Status (Table 20)

The unemployment rate for all respondents is estimated to be 8.7 percent (25 unemployed and 264 employed), which is somewhat better than the official unemployment rate of 9.9 percent for all of Greene County in June 1990. Home school vocational and academic graduates may have the lowest estimated unemployment, although the number of responses by curriculum is too low to obtain significant differences. Women have a higher rate of unemployment than men. Those neither employed nor unemployed are out of the labor force mostly because of school or homemaking.

AVTS graduates who are currently employed are more likely than the employed of other curricula to be working full-time. General graduates are the most likely to be working part-time. Women much more than men are working part-time.

AVTS graduates are more likely than other graduates to have been working in their present job for at least three years. Women were working in their job for less than one year much more than men.

A high percentage (75%) of employed AVTS graduates are presently earning at least $6 per hour and only three percent are earning less than $4 per hour. However, no more than 14 percent of general, home school vocational and women graduates earn $6 or more per hour and at least 24 percent earn less than $4 per hour. In addition, a much higher percentage of men than women earn $10 or more per hour.

Academic graduates are least likely to be working in Greene County and are most likely to be in professional jobs. Nearly 50 percent of AVTS graduates are employed in crafts or machine operations.

AVTS graduates were most likely to have found their present job through family or friends. Academic graduates were most likely to work for large firms (100 or more employees).

Nearly all graduates are satisfied with their present jobs and with their job training.

FINDINGS OF THE GREENE COUNTY EMPLOYER SURVEY

Survey Description

In June 1990, 165 employers in all types of industries in Greene County were interviewed by telephone.

Size of Firm

Seventy percent of the firms had 1-19 full-time and part-time employees, 23 percent had 20-99, and seven percent had 100 or more.

Hiring Vo-Tech Students

Fifty-five employers (33%) had hired a vo-tech student in the last five years. Twenty-one firms had hired one student, 13 hired two, and the rest hired from three to 25. Nearly all (49) of the 55 employers had hired Greene County vo-tech students. Forty-seven of the employers hired the vo-tech students as permanent employees and six hired them as cooperative education students.

Half of the employers who hired vo-tech students said the vocational training influenced their hiring decision very much and 34 percent said they were somewhat influenced by the training. The vo-tech students were hired in many types of occupations.

Duration of Employment

About half (27 of 52) of the employers said the vo-tech students had worked for them for less than one year, 11 said for 12-18 months, six said 24-30 months, six said three years, and two said four years. About half (27 of 52) of the employers said the vo-tech students were still employed with them.

Reasons for Leaving

Nineteen employers gave reasons why the vo-tech students left the job. Eight said the student left to take a better job, and four said the student had no interest in the work or couldn't do it well. Three said the internship was completed, three said personal reasons, and one said military service.

Inadequacies of Vo-Tech Applicants

Eight employers who had interviewed vo-tech students but not hired them gave reasons for their decision. Five said the student was not qualified for the position, two had no job opening at the time, and one said the student had a poor attitude.

Employers who had hired vo-tech students were also asked to indicate inadequacies of applicants. Thirty-six said there were none, two said lack of experience or confidence, three mentioned lack of specific skills (grinding tools, horticulture, typing, computers), two said too young, one said poor training, one said not dressed properly, one said poor etiquette, and one said everything.

Performance When First Hired

Vo-tech students were rated highly on all factors by nearly all employers. Eighty percent of employers rated the students' attitude toward work, flexibility, absenteeism, willingness to learn, and cooperation with others as excellent. About 50% rated the students' skills and abilities to do work, ability to work with little supervision, and problem-solving ability as excellent. Sixty-four percent said literacy skills were excellent.

About two-thirds of the employers gave an excellent overall rating to their vo-tech employees. About 55 percent of the employers also said the vo-tech employees were excellent compared to non-vo-tech hirees.

Hiring Another Vo-Tech Student

50 out of 52 employers said they would be willing to hire another vo-tech student or graduate. About 70 percent of the 165 employers said they would like to receive a list of vo-tech graduates available for employment. About 40 percent of the 165 respondents said they would like to discuss the possibility of hiring a cooperative education vo-tech student.

Difficult-to-Find Skills

Seventy-seven employers said they had no difficulty finding skilled labor. Nineteen had difficulty finding a specific trade skill, such as machinist, welder, plumber, carpenter, heavy equipment operator, wood working, hydraulics, etc. Ten mentioned secretarial skills, and 10 listed different health occupations (nurses, technicians, and therapists). Nine mentioned truck drivers or drivers. Nine said auto or auto body repair. Six said food service workers.

About 40 percent of all respondents say it is more difficult today than a few years ago to find workers with the skills needed.

CONCLUSIONS

There are five main issues in the results of the study. First, **general curriculum graduates do poorly after high school compared to other graduates on several indicators.** General curriculum graduates tend to drop out of post high school education more than others, which could mean they are less prepared and/or have less motivation. General curriculum graduates have much lower satisfaction than others with their first job. Compared to AVTS graduates, general graduates more often are presently working in part-time jobs, have worked for less than a year in the present job, and earn less than $4 per hour. The problems of general graduates suggest the need to upgrade the curriculum of general graduates, encourage these students to attain better grades in school, and provide better education and career guidance.

Second, **women high school graduates compared to male graduates do poorly after high school on several indicators.** More women than men have held no full-time jobs since high school. The first job after high school is much more likely to be low paying and part-time for women than for men. The first jobs of women are limited almost completely to clerical and service jobs. Of those high school graduates pursuing further education, a smaller percentage of women than of men chose to go to a 4-year university. At the time of the survey women graduates compared to men had a much higher unemployment rate, were working more in part-time and low-paying jobs, had worked in the present job for a shorter time, and were greatly underrepresented in nontraditional jobs in crafts and trades.

The situation for women may already be improving since 1988 female graduates had a much higher percentage in the academic track compared to earlier graduates. However, the problem could be further addressed through awareness and guidance programs about wages and opportunities in nontraditional occupations, by developing new vocational programs which lead to higher wage jobs for women, and by encouraging more women graduates to attend and complete 4-year university programs.

Third, **AVTS high school graduates are doing well compared to other graduates on several indicators.** A high percentage of AVTS graduates have held two or more full-time jobs since high school. A small percentage of AVTS graduates had a low-paying or part-time first job after high school, and AVTS graduates tended to remain in their first job longer. AVTS graduates are more likely than other graduates to be presently working full-time and to be earning $6 or more per hour.

In effect, AVTS appears to have a positive impact for many graduates. Compared to the general and home-school vocational graduates, who also often seek jobs within a few years after high school, AVTS are more often getting mainstream jobs (full-time, not low-wage, and long duration). The employer survey also shows that vocational programs are providing skilled and valued workers for employers.

Fourth, **there are some possible areas of improvement for the AVTS.** These include increasing the percent of AVTS graduates who go on to school, encouraging greater enrollment in colleges and universities, and providing placement services to help graduates get even better first jobs. Greater school attendance and attendance at higher levels are

needed for AVTS graduates to fully develop their careers. Adding placement services would help students and graduates obtain better jobs and help more employers find qualified workers.

There is also the issue of attracting more students and halting the decline of vo-tech enrollment. The positive results of this study, especially the interest of employers in AVTS students and graduates and the successful employment history of many graduates, should help to recruit students. The weaknesses in the general high school curriculum could make these students prime candidates for AVTS.

Finally, **follow-up surveys of high school and AVTS graduates as well as employers need to be continued.** A short one or two page questionnaire can be developed from the surveys used in this study. The forms can be mailed to graduates one or two years after graduation and to employers who interview or hire AVTS students or graduates. Two types of questions which were not asked in this study should be asked in the future. One is to find out graduates' satisfaction with the AVTS courses and program and their suggested improvements. The second is to find out whether the graduates are pursuing the same subjects or occupation as those studied at the AVTS.

Table 1
Characteristics of the Total Sample and Survey Respondents

	Transcript Data Total Sample: N	Percent	Transcript Data Survey Respondents: N	Percent
HS Curriculum				
Academic	481	33	140	39
General	487	34	126	35
AVTS	272	19	53	15
HS Voc	204	14	39	11
Unknown	90	--	18	--
	1534	100	376	100
Special Needs				
Disadvantaged	411	28	71	20
Handicapped	57	4	12	3
Regular	1032	70	279	77
Unknown	53	--	14	--
	*1553	*102	376	100
Sex				
Male	776	51	186	50
Female	743	49	187	50
Unknown	15	--	3	--
	1534	100	376	100
Year Graduated				
1982	529	35	140	37
1985	499	33	104	28
1988	495	32	132	35
Unknown	11	--	--	--
	1534	100	376	100

*Multiple responses are possible.

Table 2
Curriculum of HS Graduates by Year: Transcript Data
(frequency and percent)

	1982	1985	1988
Academic	131 (27)	152 (32)	194 (41)
General	178 (36)	149 (32)	159 (34)
AVTS	104 (21)	93 (20)	72 (15)
HS-Voc	77 (16)	79 (17)	48 (10)
Unknown	39 (--)	26 (00)	22 (00)
	529(100)	499(101)	495(100)

Table 3
Curriculum of HS Graduates by Sex: Transcript Data
(frequency and percent)

	Male	Female
Academic	221 (30)	254 (36)
General	275 (38)	210 (30)
AVTS	167 (23)	102 (15)
HS-Voc	66 (9)	136 (19)
Unknown	17 (--)	5 (--)
	746 (100)	707 (100)

Table 4
Curriculum of Male Graduates by Year: Transcript Data
(frequency and percent)

	1982	1985	1988
Academic	63 (25)	74 (31)	83 (34)
General	93 (38)	82 (34)	100 (41)
AVTS	67 (27)	56 (23)	43 (18)
HS-Voc	25 (10)	26 (11)	15 (6)
Unknown	10 (-)	3 (-)	4 (-)
	258(100)	242 (99)	245 (99)

Table 5
Curriculum of Female Graduates by Year: Transcript Data
(frequency and percent)

	1982	1985	1988
Academic	68 (28)	75 (33)	111 (48)
General	84 (35)	67 (29)	59 (25)
AVTS	37 (15)	36 (16)	29 (13)
HS-Voc	52 (22)	51 (22)	33 (14)
Unknown	4 (-)	1 (-)	0
	245(100)	230(100)	232(100)

Table 6
Curriculum of Handicapped Graduates: Transcript Data

	N	Percent
General	17	33.3
AVTS	17	33.3
Special	17	33.3
	51	100.0

Table 7
Mean Grade Point Average by Curriculum
by Year: Transcript Data

	1987	1985	1988
Academic	3.09	3.09	3.06
General	2.25	2.28	2.26
AVTS	2.41	2.41	2.39
HS-VOC	2.46	2.68	2.40
All Graduates	2.55	2.65	2.63

Table 8
Mean Total Credits by Curriculum
by Year: Transcript Data

	1982	1985	1988
Academic	23.6	24.9	27.5
General	22.2	23.0	26.0
AVTS	23.4	23.7	27.3
HS-VOC	23.7	25.0	26.1
All Graduates	23.0	24.1	26.8

Table 9
Mean Vocational Credits by Curriculum
by Year: Transcript Data

	1982	1985	1988
Academic	.9	.6	.8
General	1.3	1.8	1.9
AVTS	8.2	8.2	8.6
HS-VOC	6.1	6.0	5.8
All Graduates	3.3	3.4	2.8

Table 10
Marital Status by Curriculum and Sex: Survey Data
(frequency and percent)

	Curriculum				Sex	
	Academic	General	AVTS	HS VOC	M	F
Single, never married	106 (77)	74 (59)	28 (54)	24(61)	70%	60%
Married, living with spouse	29 (21)	47 (37)	21 (40)	12(31)	27	36
Separated, widowed, divorced	2 (2)	5 (4)	3 (6)	3 (8)	3	4
	137(100)	126(100)	52(100)	39(11)	100	100

Table 11
Residence and Mobility by Curriculum and Sex: Survey Data
(frequency and percent)

	Curriculum				Sex	
	Acad.	Gen.	AVTS	HS VOC	M	F
Permanent Residence						
Greene County	99 (72)	101 (82)	42 (84)	37(95)	148 (81)	144 (79)
PA, outside Greene Co.	21 (15)	6 (5)	3 (6)	1 (3)	18 (10)	14 (8)
Outside PA	18 (13)	16 (13)	5 (10)	1 (3)	16 (9)	24 (13)
	138(100)	123(100)	50(100)	39(100)	182(100)	182(100)
First Move After HS						
In Greene County	19%	29%	31%	21%	22%	29%
PA, out of Greene Co.	23	10	4	13	15	13
Out of PA	20	24	29	23	23	22
Did not move	38	37	37	44	39	36

Table 12
Self-Report of Curriculum Type by Counselor's Classification
(frequency and percent)

Self-Report: Survey Data	Counselor's Classification:Transcript Data			
	Academic	General	AVTS	HS VOC
Academic	128 (92)	50 (40)	8 (15)	11 (28)
General	10 (7)	71 (57)	31 (59)	28 (72)
AVTS	1 (1)	2 (2)	10 (19)	0
HS VOC	0	1 (1)	4 (7)	0
	139(100)	124(100)	53(100)	39(100)

Table 13
School Attendance after High School by Curriculum and Sex: Survey Data
(percent attending school)

	Total	Male	Female
Academic	88%	83%	92%
General	48	46	50
AVTS	43	37	60
HS VOC	54	36	63
	63	57	70

Table 14
School Type Attended After HS by Curriculum and Sex: Survey Data
(percent attending school; multiple responses occur)

	Curriculum				Sex	
	Academic	General	AVTS	HS VOC	M	F
Voc-Tech	1%	10%	17%	10%	6%	6%
Private Bus.,Tech., Trade School	7	15	44	25	13	17
Community College	3	8	4	10	3	9
2-Year University Branch	8	23	17	20	15	13
University (4-year)	84	52	26	30	67	61

Table 15
Location of First School Attended by Sex: Survey Data

Percent "Out-of-State"

	Total	Male	Female
Academic	32%	22%	39%
General	31	28	33
AVTS	26	21	33
HS VOC	45	50	44
	32	25	38

Table 16
Current Education Status by Curriculum and Sex: Survey Data

	Curriculum					Sex	
	Total	Acad	Gen	AVTS	HS VOC	Male	Female
Presently Enrolled	24%	39%	18%	15%	10%	22%	25%
Full-Time	22	37	15	11	8	20	23
Part-time	2	2	3	4	2	2	2
No Longer Attending	38%	49%	28%	28%	44%	34%	43%
Did not complete	5	5	7	2	0	7	4
Completed last program	33	44	21	26	44	27	39
No Post-Secondary schooling	37%	12%	52%	57%	46%	44%	31%
Presently enrolled plus completers	57%	83%	39%	41%	54%	49%	64%
Did not complete as percent of School Attendees	8%	6%	16%	4%	--	12%	6%

Table 17
Education of Parents by Curriculum: Survey Data

	Curriculum				
Mothers	Total	Academic	General	AVTS	HS VOC
Less than HS	14%	7%	18%	25%	15%
HS Degree	60	59	56	60	77
Some College	12	19	10	6	5
College grad	13	16	16	9	3
Total	100	100	100	100	100
Fathers					
Less than HS	18%	14%	14%	34%	26%
HS Degree	51	44	56	43	69
Some College	11	16	6	9	5
College grad	20	26	24	13	-
Total	100	100	100	100	100

Table 18
Jobs Since High School by Curriculum and Sex: Survey Data

	Curriculum				Sex	
	Academic	General	AVTS	HS VOC	M	F
Full-Time						
None	24%	23%	14%	13%	16	28
One	36	30	25	39	32	32
2 or more	40	47	61	47	52	40
	100	100	100	100	100	100
Part-Time						
None	40%	46%	51%	50%	48	41
One	19	20	20	16	19	20
2 or more	42	34	29	34	33	39
	100	100	100	100	100	100

Table 19
Characteristics of First Job After HS by Curriculum and Sex: Survey Data

	Curriculum				Sex	
	Academic	General	AVTS	HS VOC	M	F
Wage Per Hour						
Less than $4.00	56%	59%	45%	66%	43%	70%
$4.00-5.99	25	24	41	23	36	19
$6.00 or more	19	17	14	11	21	11
	100	100	100	100	100	100
Hours Per Week						
Part-time (1-34)	37%	32%	26%	40%	24%	45%
Full-time (35+)	63	68	74	60	76	55
Months Employed						
Less than 1 year	68%	51%	49%	46%	56%	56%
1-2 years	22	32	24	35	27	29
3 or more years	10	17	27	19	17	15
Size of Firm						
1-19 employees	52%	49%	61%	65%	54%	56%
20-99	31	34	27	22	29	29
100 or more	17	17	11	13	17	15
Location						
Greene County	55%	62%	58%	63%	58%	61%
PA, not Greene Co.	21	15	11	13	14	18
Outside PA	24	23	31	24	28	21
Occupation						
Professional	11%	7%	2%	10%	9%	9%
Clerical	36	27	14	22	18	41
Crafts/operatives	10	14	40	16	28	4
Laborers	10	24	21	10	30	1
Service	32	29	21	32	15	45
How Found Job						
Family/Friend	54%	51%	49%	53%	61%	39%
Went to Employer	18	29	20	24	19	28
Other	28	20	31	23	20	33
Percent Satisfied With Job	79%	66%	78%	92%	79%	79%
Training						
Satisfied with training	89%	88%	88%	94%	90%	89%

Table 20
Present Employment by Curriculum and Sex: Survey Data

	Total	Curriculum				Sex	
		Acad	Gen	AVTS	HS VOC	M	F
Employment Status							
Employed (Count)	264	104	80	38	30	145	116
Unemployed (Count)	25	10	9	5	1	11	14
Unemployment Rate*	8.7%	-	-	-	-	7.6%	12.1%
Hours Employed							
1-34 (Part-time)		23%	25%	13%	21%	13%	33%
35+ (Full-time)		77	75	87	79	87	67
Employed with Two Jobs		6%	4%	5%	7%	3%	10%
Months Employed in This Job							
Less than 1 year		48%	46%	38%	37%	39%	48%
1-2 Years		35	36	35	46	38	34
3 or more years		17	19	27	17	23	18
Wage Per Hour							
Less than $4.00		7%	24%	3%	24%	3%	25%
$4.00 - 5.99		38	29	23	14	31	28
$6.00 - 9.99		26	33	56	48	36	35
$10 or more		29	14	19	14	30	12
Location							
Greene County		38%	48%	51%	61%	48%	44%
PA, Outside Greene Co.		33	21	30	8	28	23
Outside PA		29	31	19	31	23	33
Occupation							
Professional		44%	15%	11%	25%	25%	31%
Clerical		32	17	11	33	14	38
Crafts/Operatives		6	25	49	21	33	7
Laborers		6	19	20	4	17	4
Service		11	24	9	17	11	20
How Found Job							
Family/Friend		41%	51%	61%	31%	50%	43%
Went to Employer		21	23	11	15	20	18
Newspaper Ad		14	7	8	15	6	14
Other		24	19	20	39	24	25
Size of Firm							
1-19 employees		32%	44%	42%	42%	38%	40%
20-99		27	30	36	23	29	28
100+		41	26	22	35	33	32
Satisfied With Job		96%	93%	90%	96%	94%	94%
Satisfied with Training		95%	98%	97%	100%	97%	98%

*Unemployment rates are not calculated by curriculum because of small sample sizes. Unemployment rate = unemployed/(unemployed and employed). Employed means anyone working at least one hour per week. Unemployed means anyone not working but looking for a job.

Appendix 1

TRANSCRIPT DATA

Name _____ Case No. _____

Last address _____

_____

_____

Phone number_____

TRANSCRIPT DATA Case No. _____

High School

1 Carmichaels
2 Jefferson-Morgan
3 Southeastern Greene
4 Waynesburg Greene
5 West Greene

Year Graduated

1 1982
2 1985
3 1988

Sex

1 female
2 male

Special Needs

1 disadvantaged
2 handicapped
3 regular

Race

1 White (not hispanic)
2 Black (not hispanic)
3 Hispanic
4 Asian or Pacific Islander
5 Amer. Indian or Alaska Native

Birth Date ___ ___ ___

Curriculum

1 Academic
2 General
3 AVTS
4 Home school voc.

English Credits

9th _____
10th_____
11th_____
12th_____

AVTS Credits

10th_____
11th_____
12th_____

Math Credits

9th _____
10th_____
11th_____
12th_____

Home School Voc.

9th _____
10th_____
11th_____
12th_____

Science Credits

9th _____
10th_____
11th_____
12th_____

Other Credits

9th _____
10th_____
11th_____
12th_____

TOTAL CREDITS (K9-12)=_____

Grade Point Average _____

No.____
Case No.____

FOLLOW-UP OF GREENE COUNTY HIGH SCHOOL GRADUATES

Hello, my name is _____. I am calling for the Greene County High Schools and Vo-Tech School. We are conducting a study on Greene County high school graduates. This interview will take only a few minutes, and all answers will be kept strictly anonymous and confidential. First, I would like to ask you:

1. Our records indicate that you graduated from high school in 198___. Is that correct?

   1 Yes
   2 No [If no, what year did you graduate? _____]

2. Which high school program did you take? (Read and Circle one)

   1 Academic (advanced math, science and English)
   2 General (basic courses and not 3 years of vocational)
   3 AVTS (some credits at the Vo-Tech School for 3 years)
   4 Home School Vocational (some vocational courses at your HS for 3 years)

3. Have you attended any type of school since you graduated from high school?

   1 Yes
   2 No (Go to question Q7)

4. What types of schools have you attended: (Read and Circle all that apply)

   1 Post-secondary vocational-technical school
   2 Private business, technical, or trade school/institute
   3 Community college
   4 2-year program at a university branch campus
   5 4-year college or university (including branch campuses)
   6 Other (please specify)_____.

5. Was the first school you attended out of state?

   1 Yes
   2 No

6. What is your current education status: (Read and Circle one)

   1 presently enrolled full-time
   2 presently enrolled part-time
   3 no longer attending, did not complete last program
   4 no longer attending, completed last program

7. How many years of education did your parents have? (High school = 12 years)

   Mother _____ years
   Father _____ years

EMPLOYMENT

8. Counting military service, how many full-time and part-time jobs have you had since graduating from high school?

   Number of full-time jobs (35 or more hours per week) _____jobs

   Number of part-time jobs (less than 35 hours per week) _____jobs

[If none, GO TO Q41]

9. Were you ever in the Armed Services?

   1 Yes
   2 No [GO TO Q11]

10. How many years? _____ years

The following questions are about your **FIRST JOB** after graduating from high school.

11. How much did you earn per hour in your first job counting tips and commissions but not counting overtime? $_____/hour

12. How many hours per week did you usually work? _____ hours/week

13. How many months did you hold the job? _____ months

14. What was the title of your job? _____
    (Example: nurse, carpenter, clerk, waitress)

15. Were you self-employed? (Circle one)

   1 Yes
   2 No

16. Approximately how many people were employed where you worked?

   1 1-19
   2 20-99
   3 100-499
   4 500 or more

17. Where was your first job located?

1 In Greene County
2 Outside Greene County but in Pennsylvania
3 Outside Pennsylvania

18. Did your employer have any other locations in Pennsylvania or other parts of the country? (check one)

1 Yes
2 No
9 Don't know

19. How did you find your job? (Circle one)

1 Cooperative Education (Co-Op) Program
2 High School Teacher or Counselor
3 Family or Friend referral
4 Newspaper Ad
5 JTPA or State Employment Office
6 College Placement Office
7 Went to employer myself and asked
8 Other (please specify):_____

20. How satisfied were you with the job? (Circle one)

1 Very satisfied
2 Somewhat satisfied
3 Somewhat dissatisfied
4 Very dissatisfied

21. How was on-the-job training provided? (Circle all that apply)

1 My employer provided a formal training program
2 I learned the job informally from my supervisor
3 I learned the job informally from my co-workers
4 Other (specify):_____

22. How satisfied were you with your on-the-job training?

1 Very satisfied
2 Somewhat satisfied
3 Somewhat dissatisfied
4 Very dissatisfied

NOW WE WOULD LIKE TO ASK ABOUT PRESENT EMPLOYMENT.

Now, I would like to ask you about your current employment.

23. Are you currently employed?

1 Yes [GO TO Q26]
2 No

24. Are you looking for a job?

1 Yes [GO TO Q41]
2 No

25. What is the primary reason you are not looking for a job? (Read & Circle one)

1 unable to work due to health problems
2 homemaker
3 going to school
4 other (please specify):_____

[GO TO Q41]

26. How many jobs do you presently hold? _____ jobs

[IF MORE THAN ONE JOB: The next set of questions will relate only to your most important present job.]

27. Is your present employer different from that of your first job after high school?

1 Yes [GO TO Q29]
2 No

28. Are your present duties much the same as when you first started?

1 Yes [GO TO Q41]
2 No

29. How much do you earn per hour in your present job counting tips and commissions but not counting overtime? _____/hour

30. How many hours per week do you usually work? _____ hours

31. How many months have you held the job? _____ months

32. What is the title of your job? _____
(Example: nurse, carpenter, clerk, waitress)

33. Are you self-employed? (Circle one)

1 Yes
2 No

34. Approximately how many people are employed where you work?

1 1-19
2 20-99
3 100-499
4 500 or more

35. Where is your present job located?

1 In Greene County
2 Outside Greene County but in Pennsylvania
3 Outside Pennsylvania

36. Does your employer have any other locations in Pennsylvania or other parts of the country? (check one)

1 Yes
2 No
9 Don't know

37. How did you find your job? (Circle one)

1 Cooperative education (co-op) program
2 High School Teacher or Counselor
3 Family or Friend referral
4 Newspaper Ad
5 JTPA or State Employment Office
6 College Placement Office
7 Went to employer myself and asked
8 Other (please specify): _____

38. How satisfied are you with the job? (Circle one)

1 Very satisfied
2 Somewhat satisfied
3 Somewhat dissatisfied
4 Very dissatisfied

39. Is on-the-job training provided? (Circle all that apply)

1 My employer provides a formal training program
2 I learn the job informally from my supervisor
3 I learn the job informally from my co-workers
4 Other (specify): _____

40. How satisfied are you with your on-the-job training?

1 Very satisfied
2 Somewhat satisfied
3 Somewhat dissatisfied
4 Very dissatisfied

GENERAL INFORMATION

41. After graduation from high school was your first move: (Read and Circle one)

1 within Greene County
2 out of the county but within Pennsylvania
3 out of Pennsylvania
4 Did not move [GO TO Q44]

42. Is your permanent residence now: (Read and Circle one)

1 In Greene County [GO TO Q44]
2 Outside Greene County but in Pennsylvania
3 Outside Pennsylvania

43. Is your permanent residence now: (Read and Circle one)

1 Rural (country, small city or town)
2 Urban (large city or suburb- 100,000 population or over)

44. What is your present age: ____ years old

45. What is your marital status (Read and Circle one):

1 Single, never married
2 Married and living with spouse
3 Separated/Divorced/Widowed

46. What is your race? (Read and Circle one)

1 White (not Hispanic)
2 Black (not Hispanic)
3 Hispanic
4 Asian or Pacific Islander
5 American Indian or Alaska Native

THANK YOU FOR YOUR COOPERATION

Appendix 3

No._____

Employer Survey

Hello, my name is _____. I am calling for the Greene County Vo-Tech School. We are conducting a survey of employers to gather opinions on vo-tech programs, and we would like to talk to someone who knows about your firm's hiring. Whom should we talk to? _____This interview will only take a few minutes, and all answers will be kept strictly confidential and anonymous. First I would like to ask you:

1. Have you hired a vo-tech student or graduate in the last 5 years?

   1 Yes [Go to Q5]
   2 No

2. Have you interviewed any vo-tech students or graduates in the last 5 years?

   1 Yes
   2 No [Go to Q 18]

3. Why didn't you hire the vo-tech students or applicants?

   _____
   _____
   _____

4. Were any of the people you didn't hire Greene County vo-tech students or graduates?

   1 Yes
   2 No

   [Go to Q 18]

5. How many vo-tech students or graduates have you hired in the last 5 years? _____

6. Were any of these from the Greene County vo-tech school?

   1 Yes
   2 No

The next set of questions relate only to the last vo-tech student or graduate you hired.

7. Was this person hired as:

1 permanent employee
2 cooperative education student

8. How much did this person's vocational or technical training influence your decision to hire him or her?

1 Very much
2 Some
3 Very little
4 None

9. What were the inadequacies of this person, if any, when applying for the job?

_____
_____
_____

10. Is this person still employed with you?

1 Yes [go to Q12]
2 No

11. Why did the person leave?

_____
_____

12. What was/is the occupation or job title for this person's position?

_____

13. How long did (has) the person work(ed) for you?

months_____
years_____

14. How would you rate this person when first hired with respect to: [Rate 1-10, where 1 = excellent and 10 = very poor.]

	Rating	If 6-10, Explain
a. Skills and abilities to do the job	____	_____
b. Attitude toward work	____	_____
c. Could work with little supervision	____	_____
d. Problem-solving ability	____	_____
e. Cooperative with others	____	_____
f. Willingness to learn	____	_____
g. Flexibility	____	_____
h. Absenteeism	____	_____
i. Reading, writing or math skill	____	_____

15. What is your overall rating of this person's performance on the job?

_____

16. How would you rate this person compared to others whom you hired who did not receive vo-tech education?

_____

17. Would you be willing to hire another vo-tech student or graduate?

1 Yes 2 No [Go to Q20]

18. Would you like to receive a list of vo-tech graduates available for employment?

1 Yes
2 No

19. Would you like to discuss the possibility of employing a vo-tech student through the cooperative education program?

1 Yes
2 No

20. On the subject of skilled labor, what types of skills, if any, have you had difficulty finding?

a. _____
b. _____
c. _____
d. _____

21. Is it more difficult today than a few years ago to find workers with the skills you need?

1 Yes
2 No

22. How many part-time and full-time employees do you have now?

Part time:_____ Full time: _____

23. What is your primary product or service at this facility?

_____

24. Company Name _____

Address _____

Contact's Name _____

Position _____

Phone _____